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ABSTRACT

This curriculum guide is designed for use in a course based on the English translation of Book 1 of Vergil's "Aeneid." The life of the author is briefly surveyed along with the Augustine Age of Latin literature. A study of the dactylic hexameter and poetic devices used by Vergil is emphasized. The guide includes a statement of the broad goals and performance objectives for the course, a description of course content, sample evaluations, and a list of references. (PMP)

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FOREIGN LANGUAGE

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DIVISION OF INSTRUCTION • 1971

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VERGIL THE GREAT ADVENTURER
Part 1

Latin
7515.11
7516.01

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION

The translation of Book I of The Aeneid is the basis of this course. The life of the author is briefly surveyed, along with the Augustine Age of Latin Literature. A study of the dactylic hexameter and the poetic devices used by Vergil are emphasized.

This quin may be studied in any sequence following 7514 and 7515 courses; however, it is recommended that for greater satisfaction and depth of understanding the Aeneid courses be studied in order.

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BROAD GOALS AND PERFORMANCE OBJECTIVES

A. Broad goals of the course:

1. To study the life of Vergil and his reason for writing The Aeneid.
2. To learn a little about the Augustine Age of Latin literature.
3. To learn how to scan the Latin dactylic hexameter.
4. To learn some of the poetic devices which Vergil used; that is, figures of speech and of rhetoric.
5. To read or translate the entire Book I of the Aeneid; or, if that is not possible because of the time available, then large portions thereof.
6. To learn or review the story of the Trojan war.
7. To learn or review the portions of Graeco-Roman mythology which are needed for the understanding of book I of the Aeneid.

B. Performance Objectives:

Minimum performance 70% for the majority of students unless otherwise specified.

1. Given a list of dates and another list of important events in Vergil's life, the students will correctly match the two lists, with 95% accuracy.
2. Given a list of authors of the Augustine Age of Latin Literature and a list of major literary works or types of literature of the same period, the students will correctly match the two lists.
3. Given a passage of five lines from Book I with all the macrons properly marked, the students will correctly scan these five lines, making all the elisions,

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marking the caesura in each line, and marking the ictus in each foot.

4. Given a list of ten passages of one or two lines each, the students will identify the figure of speech in each passage.
5. Given a list of characters of Book I, and a list of identifications of these characters, the student will correctly match these two lists.
6. Given a passage from Book I of not more than twenty lines the student will answer ten objective questions based on the meaning of the passage.
7. Given a list of four topics, the students will choose one and write in detail.

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COURSE CONTENT

A. Background of Vergil's life:

1. A brief outline of Vergil's life and the reasons he wrote the Aeneid.

2. A brief study of the Augustine Age of Latin literature.

B. A brief study of the Latin dactylic hexameter and the poetic devices which Vergil used:

1. The scansion of the dactylic hexameter with the elisions, the placing of the caesura, and the ictus.

2. Figures of speech and rhetorical devices:

a. alliteration

b. anaphora

c. asyndeton

d. chiasmus

e. euphemism

f. hendiadys

g. hyperbole

h. litotes

i. metaphor

j. metonymy

k. onomatopoeia

l. oxymoron (paradox)

m. personification

n. polysyndeton

o. simile

p. synchysis (interlocking word order)

q. synecdoche

r. tmesis

s. zeugma

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. Mythology in the Aeneid:

1. A brief survey of Greek mythology leading up to and including the Trojan War including the Judgement of Paris.

2. A brief survey of mythology in the Aeneid, especially in Book I. Most of this is best done within the context of the reading.

. A review of Latin Grammar

This review will be in context as the need arises.

. New items of Grammar:

1. New forms:

a. /-ēre/ for /-ērunt/ in the perfect indicative

b. /-re/ for /-ris/ in the second person singular, passive

c. /-um/ for /-rum/ in the genitive plural

d. /-īs/ for /-ēs/ in the accusative plural

e. declension of Greek nouns

f. the patronymics.

2. Syntax:

a. There are a number of uses of the cases that are strictly poetic. These are best dealt with as they occur in the text.

b. The supine - its forms and usage

c. The middle voice

d. The infrequent use of a subordinate clause in place of the infinitive structure for indirect discourse.

. Readings in English:

Any student who has not read the Iliad, will be assigned the reading of it.

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2. The reading or translating of Book I of the Aeneid. If the entire book cannot be read in the time avilable, here is a suggested list of selections:

Lines 1 to 156

223 to 296

335 to 417

441 to 508

657 to 756

The gaps in the story may be filled in from an english translation. There are a number of good translations available.

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SAMPLE EVALUATION

A. The Life of Vergil:

Match the events in Vergil's life with the dates - performance objective — B-1

Col A	Col B
1. 70 BC	A. Published the Eclogues
2. 37 BC	B. Published the Georgics
3. 29 BC	C. Vergil's birth
4. 21 BC	D. Published the Aeneid
5. 19 BC	E. Vergil's death
6. 18 BC	F. First public reading of portions of the Aeneid

B. Authors of the Augustine Age of Latin Literature.- Performance objective — B-2

Match the authors and the major literary works:

Col A	Col B
1. Catullus	A. Metamorphoses
2. Caesar	B. A biographer
3. Cicero	C. De Bello Gallico et Civili
4. Horace	D. A satirist
5. Livy	E. A lyric poet
6. Lucretius	F. Odes
7. Nepos	G. An orator and philosopher
8. Ovid	H. De Rerum Natura
9. Sallust	I. Ab Urbe Condita
10. Tibullus	J. De Bello Jugurthae

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a. Performance objective — B-3

Below are five lines from book I. Scan them, marking any needed elision, marking the caesura in each line, and marking the ictus in each foot:

quī teneant (nam incolīs vīuēt) hominēsne feraene,
quaerere cōnstituit sociīsque exācta referre.
Classem in convexō nemorum sub rūpe cavātā
arboribus clausam circum atque horrentibus umbrīs
occulit; ipse ūnō graditur comitātus Achātē

b. Performance objective - — B-4

Below is a list of figures of speech, and a list of lines from book I. Identify the figure of speech in each line by putting the letter of that figure on the line in the margin:

a. alliteration
b. anaphora
c. chiasmus
d. hendiadys
e. litotes
f. metonymy
g. personification
h. synchysis
i. tmesis
j. zeugma

1. ōstia, dīves opum studiīsque asperrima bellī
2. hoc metuēns mōlemque et montīs īnsuper altōs
3. Trānquillus rēmī, tum prōra āvertit ...
4. Fost mihi nōn similī poena ...
5. Tum Cererem corruptam undīs Cereāliaque arma
6. expediunt fessī rērum, ...
7. ... fūsīque per herbam
implentur veteris Bacchī pinguisque ferīnae.
8. Parte aliā fugiēns āmissīs Trōilus armīs
9. ut currūs, utque ipsum ipsum cornus amīcī
10. aurea subnectēns exsertae cingula mammae

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10. quae mē cumque vocant terrae ...

E. Characters in Book I:

Match the individual with the description - Performance objective — B-5

Col A	Col B
1. Aeolus	A. Father of Aeneas
2. Achates	B. Aeneas's son
3. Anchises	C. Mother of Aeneas
4. Cupid	D. Greatest opponent of Aeneas
5. Deiopea	E. Queen of Carthage
6. Dido	F. The god of the winds
7. Hector	G. Faithful friend of Aeneas
8. Julus	H. Messenger of the gods
9. Juno	I. Brother of Dido
10. Mercury	J. King of Troy
11. Penates	K. The god of love
12. Priam	L. A sea nymph
13. Pygmalion	M. Son of Priam
14. Sychaeus	N. The household gods
15. Venus	O. Dido's first husband

F. Performance objective — B-6

Comprehension: Below is a passage from book I, and following it are some multiple choice questions based on the meaning of the passage. Answer these questions:

Lucus in urbe fuit mediā, laetissimus umbrae,
quō prīmum iactātī undīs et turbine Poenī
effōdēre locō signum, quod rēgia Iūnō
monstrārat, caput ācris equī; sic nam fore bellō
ēgregium et facilem victū per saecula gentem.

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Hīc templum Iūnōnī ingēns Sīdōnia Dīdo
condēbat, dōnīs opulentum et nūmine divae,
aerea cui gradibus surgēbant līmina nexaeque
aere trabēs, foribus cardō strīdēbat aenīs.

1. The grove was a) in the center of the city; b) just outside the gates; c) near the city.
2. The Carthaginians had found in this place a) a symbol of Juno; b) a symbol from Sidon; c) an omen from Juno.
3. The best translation of "caput acris equi" is a) the head of a spirited horse; b) the captured horses; c) the horse's head was sharp.
4. This omen was a sign of a) a great number of wars; b) prosperity and distinction in war; c) a long rule.
5. Who built the temple in the grove? a) Aeneas; b) Juno; c) Dido.
6. What substance was very prominent in the construction of the temple? a) ivory; b) marble; c) gold; d) bronze.
7. "Divae" means a) wealthy; b) divine; c) neither of these.
8. Does this passage implies that a) Juno hates Aeneas? b) Juno has a special regard for the Carthaginians?.
9. The temple described in this passage is dedicated to a) Sidonia; b) Poeni; c) Juno.
10. What is it that makes a noise (strideat)? a) trabes; b) foribus; c) cardo

J. Performance objective — B-7

Below is a list of topics dealing with the Aeneid. Choose one of them and write as much as you can.

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1. The reasons Vergil wrote the Aeneid;
2. Aeneas' character as shown in Book I;
3. Contrast Juno and Venus as Vergil portrays them in Book I;
4. The aeneid as an epic poem.

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Answers to Sections A through F of the Sample Evaluation:

A. Vergil's life:

1. - c
2. - a
3. - e
4. - f
5. - b
6. - d

B. Authors of the Augustine Age:

1. - e
2. - c
3. - g
4. - f
5. - i
6. - h
7. - b
8. - a
9. - j
10. - d

C. Scansion:

quī tĕnĕant (nam in|culta" vi|dĕt) hŏmi|nēsne fĕrae|ne,
quaerĕre| cónstĭtu|ĭt" sŏci|isque ēxăcta rĕ|ferre.
Clássem in| convĕxō nĕmŏrum" sŭb| rūpe căvātā
árbori|bus clausam" cir|cum átque hŏrrĕnti|bus| umbris
occulit;| ipse ūnō grădi|tur" cŏmi|tātus Achātē

D. Figures of Speech:

1. - a
2. - d
3. - c
4. - e
5. - f
6. - f
7. - h
8. - b
9. - h
10. - i

E. Characters in Book I

1. - f
2. - g
3. - a
4. - k
5. - l
6. - e
7. - m
8. - b
9. - d
10. - h
11. - n
12. - j
13. - i
14. - o
15. - c

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E. Comprehension:

1. - a
2. - c
3. - a
4. - b
5. - c
6. - d
7. - b
8. - b
9. - c
10. - c

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